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Baruch College

# Promoting Academic Integrity

*Don McCabe – Rutgers University*

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# Research Chronology – 1990 to 2006

## ■ College

- 135,000+ students at >140 schools
  - 14,000+ faculty at >90 schools
  - Baruch survey – 1,528 students & 153 faculty
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# Methodological issues

- Self-report data
  - Low response rates
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# 2002-2006 Surveys

- Canada

- Students, faculty, TAs, first year students
- 16 participating schools

- United States

- Students, faculty, TAs, first year students
  - 84 participating schools
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# Some major findings

- Campus norm is key; honor codes important
  - Business majors are #1
  - Males used to report more test cheating, but females have closed the gap; females report more cheating on written work except most explicit forms
  - Those with significant time commitments – e.g., caring for dependent, job, athletics
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# Self-reported cheating - Undergrads

	<u>U.S. Sample</u>		<u>Baruch</u>	
	<u>Biz</u>	<u>Other</u>	<u>Biz</u>	<u>Other</u>
Test Cheating	27%	20%	36%	30%
Written Cheating	50%	45%	44%	42%
	(54%)	(48%)	(47%)	(46%)
N	12,079	49,025	833	343

Test cheating more of an issue at Baruch – quant emphasis?

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# Self-reported cheating – Grad Students

	<u>U.S. Sample</u>		<u>Baruch</u>	
	<u>Biz</u>	<u>Other</u>	<u>Biz</u>	<u>Other</u>
Test Cheating	11%	9%	11%	9%
Written Cheating	38% (39%)	29% (31%)	31% (32%)	34% (34%)
N	1,330	7,938	213	129

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# Student motivations for cheating

- Pressure to succeed/excel – job market, grad school, etc.
  - Fairness (“Others do it.”)
  - Material is trivial/irrelevant.
  - Courses too hard/faculty unreasonable.
  - Sense of “entitlement” seems important.
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# Motivations for not cheating

The peer environment on campus... “because students are most affected by the social environment around them.”

Self respect. Upbringing (values & morals).

The consequences for cheating or dishonesty.

Desire to truly learn.

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# Overview of Baruch Student Comments

A number of comments suggest things are OK, but not perfect, and not much can be done.

Questions about understanding/behavior of international students.

Many have observed cheating – ‘some’ to ‘rampant.’  
Less in MBA program due to policies?

Typical concerns with reporting.

Miscellaneous – faculty, education, penalties, etc.

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# Faculty

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# How faculty & students learn of policy

	<u>Undergrads</u>		<u>Faculty</u>	
	<u>U.S.</u>	<u>Baruch</u>	<u>U.S.</u>	<u>Baruch</u>
Faculty	63%	75%	41%	32%
Handbook	26%	31%	51%	56%
Orientation	20%	39%	25%	24%

42% of Baruch faculty cite campus website.

Note: Students - % noting they learned a lot from the source.

Faculty – % who used source, no rating of how much learned.

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# % Faculty observing cheating\*

	<u>US**</u>	<u>Baruch</u>
Plagiarism	58%	59%
Test/exam cheating	27%	41%
Collaboration	60%	53%

\* % noting they observe behavior often or very often.

\*\* US numbers from 2005-2006 survey only – N = 1,709.

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# Faculty role

- Education vs. detection? Use tools for education?
  - Don't let plagiarism software detection lull you into a false sense of security. (e.g., will it detect material from MS Autosummarize?)
  - Help convince students it matters.
  - Don't give up/change assignments.
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# Faculty role

- We must remain vigilant – at least out of a sense of fairness for honest students.
  - Students seem to want ‘some’ change – we need to encourage them.
  - More faculty need to come forward. (40% in US ignore some cases; 43% at Baruch)
  - Key issue – What’s the right balance among promotion, deterrence and punishment?
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U.S. \$8.50  
CANADA \$10.50

# Change

THE MAGAZINE OF HIGHER LEARNING

MAY/JUNE 2004

*Plus:*  
FOSTERING  
STUDENT  
HONESTY

## **“Ten (Updated) Principles of Academic Integrity”**

McCabe & Pavela

May/June 2004

***Principles of academic integrity for faculty.***

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# Forget (new) reporting requirements

- Most students are simply unwilling to report peers.
  - Does lack of enforcement weaken whole code?
  - Should we consider confrontation? It's important that we get students to accept some community responsibility here.
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# Give students the primary role

- Students need to have, and sense, ownership
  - Orientation – peer to peer
  - Boards – at least the majority vote
  - Let them build a ‘new’ tradition
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# Emphasize education vs. punishment

- Maryland model

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# Work on campus culture

Peer culture seems to be a key

Continued student involvement seems to be critical

Let them co-opt faculty and staff

Tough to build a strong enough culture to deal with take-home exams?

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# MBA Students

“Academic Dishonesty in Graduate Business Programs: Prevalence, Causes, and Proposed Action”

AMLE, Vol. 5, No. 3 (September), 294-305

McCabe, Butterfield, & Trevino

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# MBA Students

- 2002/3 & 2003/4 AYs
  - 32 schools w/ MBA programs – 21 US
  - 5,331 responses – 13% (MBA = 623)
  - Evaluated 5 test cheating behaviors & 8 relevant to written work/projects
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# Behaviors evaluated

- Tests:

Copy from other (2), use of crib or cheat notes, help other cheat, get pretest information

- Written work/projects:

Internet plagiarism (2), written plagiarism (2), fabricate bibliography, submit work of other, unpermitted collaboration, unauthorized helping of other

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# Relative levels of cheating

Business	429	56%
Engineering	237	54%
Science	376	50%
Health Professions	393	49%
Education	498	48%
Law	104	45%
Arts	145	43%
Soc Sci/Humanities	562	39%

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# Key results

## Test cheating

- ❑ Business – 23% vs. Others – 18%
- ❑ Driver is pretest info (20% v. 14% others)

## Written/project cheating

- ❑ Collaboration (28% vs. 23%) and internet 'cut & paste' (33% vs. 22%) are big issues
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